DOCUMENT RESUME

ED 081 087 EA 005 308

TITLE	[Division I, Living-Learning Residences: Dag Hammarskjold College.]
INSTITUTION	Dag Hammarskjold Coll., Columbia, Md.
SPONS AGENCY	Educational Facilities Labs., Inc., New York, N.Y.
PUB DATE	[72]
NOTE	10p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Architectural Character; *Building Design; *College Planning; Educational Objectives; *Residential Colleges; Student Needs
IDENTIFIERS	*Living Learning Residences

ABSTRACT

Recommendations that can be translated into architectural design were formed after an architectural committee and staff members visited select campuses to study housing patterns and to talk with students and staff; studied the literature related to student housing patterns and architecture; and met with external consultants. The plan is to have three modular units of 120 students with three houses per unit, or 40 students in each house. There will be a residence for a faculty family for each module of students. Houses are to be built with five suites, each having rooms to provide for eight students. Ways are proposed to provide students individual expression in decorating their rooms and to deepen their sense of relationship with nature. (Author/MLF)

FILMED FROM BEST AVAILABLE COPY

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIGIN
ATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

ED 081087

DAG HAMMARSKJOLD COLLEGE
Division I, Living-Learning Residences
A Plan Developed Under Grant #558
Educational Facilities Laboratory, Ford Foundation

Background of this Study

Dag Hammarskjöld College received a grant of $14,875.00 from the Educational Facilities Laboratory of the Ford Foundation to plan creative living-learning residences for its first Division. (Year One) The money has been utilized in four ways: (1) for an architectural committee and staff members to travel to select campuses to study their patterns and to talk with students and staff; (2) for research into the literature related to student housing patterns and architecture; (3) for external consultants to meet with our staff and committee; and (4) for a staff person to coordinate the material and to write the draft of a final report.

The Committee believes that this report represents recommendations that are on the frontiers of the best thinking about student living-learning environments and, at the same time, blends these into the philosophy and style of Dag Hammarskjöld College. We see this document as a program that can be translated readily into architectural design.

The College Plan

Dag Hammarskjöld College is designed as a creative cross-cultural liberal arts college, to be located in the new planned city of Columbia, Maryland. The college will be built on a sixty acre tract of partly wooded, rolling land. The campus will be utilized year round, serving a resident student population of 1,080 and a total student body of 1500. There will be 360 Division I students in three clusters.

Division I provides the educational program for the first three quarters. The grant from the Educational Facilities Laboratory provided funds to study and develop plans for living-learning residences for this division.

Educational Plan

The first year class is divided into modules of 120 students and four professors. When there are 240 or 360 students, each group identifies with its own core of four professors. These teachers plan their courses as a team. Each knows what the others are teaching on a given day and each integrates his assignments and lectures whenever this is feasible. The four professors have their offices in a common suite, in the residence houses where the students are living. Each assumes responsibility for being a counselor to 30 students. The

EA 005 308

professors meet weekly to share their views on specific needs and problems of these students. The professor of psychology may serve as a resource consultant to the other three. Not only are personal-social problems considered, but also questions are raised as to the emotional-educational problems of students. Additional professional counseling is available for those whose needs cannot be met by these professors, or in the sensitivity training which is part of the psychology course. The four professors will participate in some type of sensitivity training in which they learn to know themselves and each other in some depth.

Each professor in Division I has a teaching load of 12 quarter hours. However, all of this time will not be spent in a classroom. The schedule each week for the teacher is as follows:

2 lectures (using media, etc.) to 120 students	2 hours
6 seminars (with groups of 20 students -- 1 hour each)	6 hours
Small-group discussion, tutoring individuals, private conferences	4 hours
Total	12 hours

The pattern for the academic program is based on that of "The College of Basic Studies" at Boston University where, however, students do not live together. This part of the total concept dealing with a living-learning environment comes from the experimental college created by Alexander Meikeljohn in the 1930's at the University of Wisconsin. Meikeljohn was convinced from experience of the great value of having an entire class of closely knit students studying the same things at the same time and of living together in a closely knit community. He wrote:

> But if the whole group is engaged in the same attempt at learning, then every aspect of the social living becomes steeped in the common purposes. Men breathe it in, play it in, smoke it in, laugh it in, discuss it in, until education becomes what it ought to be -- not a set of imposed, demanded external tasks, but a form of human living, an association, the natural and inevitable growth of a healthy organism in a congenial environment. The possibilities of this kind of educational influence no one of our liberal colleges seems to have explored.

The Basic Housing Plan

The plan is to have modular units of 120 students in Division I with three houses per unit, or forty students in each house. There will be a residence for a faculty family for each module of students. There will also be a room or small apartment in each house for an advanced college student or adult counselor. For each living-learning module there are four full-time faculty persons, responsible for core courses in natural sciences, social relations, communications, and humanities. Faculty offices will be located in the lower floor of one house; faculty members will be closely related to each other as they provide a coordinated interdisciplinary core curriculum of study for the 120 students.

The academic plan affects the building design. Lectures are given for the entire 120 students. The pattern calls for dividing the 120 into six units of

20 students for seminars, and further, for small group projects or independent study in the context of the required core program.

Houses are to be built with five suites, each having rooms to provide for eight students. A kitchen-living room serves as a common room for the smaller community. Two of three houses will have a common room for the 40 students living in each house. In each cluster of three houses, there is one large room to accommodate the 120 students who live in the cluster, and a dining area. Thus, with classes in units of 120 students, 20 students and smaller individualized groupings, there is space available in each cluster for the courses to be taught in Division I. The exceptions to this are in (1) physical education, an additional non-credit course, (2) science lab and (3) some art studio work.

Size of Student Residence

Facility	Net Square Feet	Assumptions
Living/Study	4,600	115 square feet/student
Dining/Kitchen	720	18 square feet/student
Kitchen	240	6 square feet/student
Lounge/Recreation	1,120	28 square feet/student
Service Space	680	17 square feet/student
Faculty Offices	240	6 square feet/student
Total Net Square Feet	7,600	
Net Square Feet x 1.43		
Total Gross Square Feet	10,900	

Bedroom/Bathroom Ratio

Each unit of eight singles or combination of singles and doubles will have a common bathroom facility.

Single/Double Rooms

Serious thought has been applied to the issue of single versus double rooms. There is an economy in double rooms, but a lack of privacy. However, some students indicated their preference for double occupancy, feeling that the experience of having a roommate was one in which lasting friendships could be developed, and which would prepare one for the intimacies of family living at a future time. It is projected that some 80% of the rooms will be singles with the other 20% for double occupancy.

Accommodations of Guests

Each residence should have one guest room for double occupancy with a roll-away bed making possible a third person in the room. Of course, if any facilities are not fully occupied, they may be used as guest rooms, or if a student is away, he may be willing to invite a guest to occupy his room. However, that would be at his discretion.

Plan for Living By Culture in Division I

Students will, as is feasible, be grouped by cultures in the living-learning residences, while providing for the widest spread in the total group of 120. For example eight Japanese men may occupy a unit, while another eight Latin American girls live in another unit. Where it is not possible to fill a unit of eight with men or women of a specific culture, they will be grouped in that pattern to the extent it is possible. Thus, the identity of the student with his own cultural group is preserved, while providing for classroom, dining, and recreational cross-cultural contact.

Underlying Philosophy of Architecture

The Dag Hammarskjöld College should be designed to express the fundamental conceptions in the philosophy of the college. The theme of the architecture is "man at home in his world." The college wishes to have buildings of "human scale" -- buildings that are simple, beautiful, and that give a feeling of intimacy and community. They should express the unity and diversity of the human family, the variety of life styles present on campus, and the uniqueness of individuals. Although the college builds on the past, it must be functional in the present, and sufficiently flexible to make changes as it faces an unpredictable future, inevitably filled with change. The college wishes to express man's necessary relationship with nature, while recognizing man's intelligent domination and use of nature for his benefit.

The college is dedicated to economic efficiency. We want a model that is viable in an era of rapidly expanding costs. However, we are also devoted to being responsive to the student's unique and changing personality. The trade-off required in dealing with these sometimes conflicting commitments is the area in which difficult decisions will have to be made. Surely it is not an economy to cut corners and then have facilities that students do not enjoy using, leading to their desire to move off-campus. (See attachment)

Plans to Permit Individuality

The college recognizes a healthy trend among young people to assert their individuality and to rebel against unwarrented regimentation. Making impersonal and inflexible demands on a student's style of life and thought, as most dormitories now do, will become increasingly distasteful. Facilities should be responsive, then, to a student's expression of his own personality and unique tastes.

Some ways that have been proposed by consultants and approved by the college to help provide this individual expression are to:

(1) Leave some rooms with unfinished interiors, others unpainted, or give permission for the students to repaint the rooms.

(2) Provide variety in the styles of furniture, all the way from built-in modern to "19th Century Salvation Army". To the extent possible each student should have a choice on the type of furniture, perhaps having so many points

that he can use to bargain in a market provided by the college.

(3) Vary sizes, shapes and locations of rooms from small one-window singles to larger double sky-lighted studios, in such a way as to provide variety with economy.

(4) Vary lighting fixtures, door knobs, rugs, wall switches, window coverings.

(5) Have one wall made of cork-board or covered in such a way that the student can draw on it or pin pictures on it.

(6) Have hanging chains or fixtures in the ceilings to which the student's own "works of art" or pots of flowers can be attached.

(7) Provide on campus a workshop/crafts area so that students can sew or design other artifacts for their rooms.

Privacy/Intimacy/Sociability/Community

The college has a goal of providing living facilities for a wide variety of human contact. The student needs privacy as a fundamental right, and at the same time, a sense of community is basic to the college philosophy. With these needs in mind, facilities will be designed to provide for:

(1) soundproof bedrooms to the greatest extent possible

(2) primarily single rooms; some doubles

(3) clusters of bedrooms around a common bathroom, living room/kitchenette

(4) multipurpose rooms for 40 students, but with the capability of breaking these into smaller, more intimate units for seminars, group conversations and lounging

(5) small outdoor patios, gardens and flower beds that provide beauty and identity with the house

Shapes and Sizes

Marshall McLuhan has observed that we are a traditionally linear culture becoming increasingly non-linear. Centuries of print-oriented men quite naturally develop linear, orderly lines and rows which connote logic, toughness, static function, materialism and impersonality.

However, with electronic communications media, computers, jet transportation and the impressionism from other cultures, people are superseding the merely rational. Thus, the houses should deemphasize standardization, rectanglar measurements and place emphasis on curved space, progressive asymmetry, unique arrangements, surprising deviations, and non-fixed elements.

Simplicity with Function and Beauty

There is a growing sensitivity in the world, especially among younger people

toward the disparity between the haves and have-nots. The students at DHC, hopefully, will be sensitive to their social and economic advantage while the poor and dispossessed suffer. At the same time, there is no virtue in ugliness, poverty, or ill-designed places to live. However, extravagance in their surroundings could bring a negative reaction and invite cynicism from students. Therefore, in design and construction the emphasis should be on visible economy, simplicity, functionalism and durability. There should be, conversely, a de-emphasis on special amenities and ornate furnishings (e.g. plush carpets, chandeliers, fine wood paneling). The principle is more important in private living spaces than in primary public spaces.

The Inner Journey

Students from a primarily Judeo-Christian background, those from India, Japan and the Moslem world, among other places, are showing a growing interest in mysticism, meditation, self-examination and introspection. This reinforces the need for private, soundproof rooms but also suggests the need for creation of a music/meditation room, (quiet, dark, artistic and soundproof) probably in a corner of the lower floor.

The Outer Journey

Students at DHC will be involved in human relations skills growth and various types of encounter groups. They will be planning and voting by houses, on matters of campus concern, and considering issues of the larger community. Rooms for group meetings (the rooms for 40 and the smaller rooms for 8 - 12) should be carpeted with chairs and tables that fold and can be easily removed. They might, if possible, have a scenic view. A fireplace, large and with warm brick, will give focus and strength to the rooms for 40 students.

Indoor-Outdoor Site Development/Nature Emphasis

In our increasingly urban society where men see street lamps but seldom notice the stars, it is important for students to establish firmly or deepen their sense of relationship with nature. Facilities should be designed to merge into the natural environment, with money for landscape architecture. Skylights, windows, and glass walls will be used as much as is feasible. Buildings should be placed on the land so as to provide the maximum views. Indoor plants, gardens, and patios can be used extensively. Chrome and plastics should be used sparingly, while there is an emphasis on unfinished and natural wood, plain-woven natural fabrics, and leather/cotton/wool upholstery.

Floors as Seating Space

Where deep level interaction, reflection and personal growth are goals, it is more often than not desirable to sit on the floor rather than in chairs, permitting a greater degree of informality, relaxation and home openness. Therefore, it is recommended that all indoor areas be carpeted, draft free, and continuously cleaned, possibly through a built-in central vacuum system and that cushions, bolsters, and low-lying furniture be amply provided.

Building Identity by Houses and Clusters

Even as diversity is vital within buildings, so is it important to provide diversity in architectural style, shape, and materials among buildings. Since there are clusters of three houses for every module of 120 students, the architectural style should connote a cluster and give it an identity. Nonetheless, a thread of common identity is valuable, making all the houses appear as part of a community that is bound into a whole.

Faculty House

The DHC design calls for one faculty family to be near each cluster of 120 students. It is important for the faculty family to be close and available, yet have a certain privacy for themselves, and provide a degree of freedom for students. Hence, the faculty house will be detached or built on the end of a student facility in such a way as to provide maximum separateness. The faculty living room or den should be large enough to provide for the entertaining of groups of students. Faculty houses are planned with 2000 gross square feet, with 3-4 bedrooms, 2 1/2 baths, living room, dining room, kitchen and recreation room.

Rooms for 40 Students

This area will serve as an open lounge, recreation area, group discussion center and classroom. It must be large enough to accommodate 40 students who live in the house, but with some form of dividers or easy to move partitions to take care of smaller groups. Furniture must be easily moved or removed, so the area can serve for recreational purposes. There should be alcoves and recessed places for dates or others who wish more privacy.

Dining and Kitchen Facilities

This has proved to be one of the most difficult areas in the planning in terms of reaching a consensus with which committee members are comfortable.

There are economic efficiencies in a single dining area for the entire student body, with a single kitchen and with all students being required to buy books of tickets for their meals. However, this is an area of increasing student rebellion, as young people's eating habits, tastes, and time schedules vary widely. Therefore, in the interest of individuality and smaller community relationships, the campus-wide eating pattern has been abandoned in favor of dining rooms by clusters of three houses in Division I.

In order to use space more effectively, it is projected that a large part of the dining room will be convertible to the large classrooms for 120 students. Other parts of the dining area will be in alcoves and divided spaces to provide a more intimate eating style.

Explorations have been made with commercial establishments to provide the food service for a fixed fee. The college hopes, nonetheless, to provide employment for a large number of students in serving and cleaning after meals.

The present plan is to provide meals three times daily, with breakfast and lunch optional, and with all students expected to eat the evening meal together during the week. Further, the common room for each eight persons in the residences will have a kitchenette so that students can fix snacks and light meals, and so that students from other cultures can prepare some meals in keeping with their tastes and former eating habits.

The Pattern of Entry, Exit, and Relationship of Units to Each Other

The long corridor, institutional approach to entry and exit is to be avoided. Most houses are planned for sloping land with the expectation of having ground entrances on two floors. In most instances the buildings will be three stories with two units on the second floor (16 persons), two on the first floor (16 persons) and one unit on the lower or ground floor (8 persons). This arragnement is possible for the ground level if there can be a glass walkout area in the rear. In some houses, the unit of eight or two units may share a covered outside stairway, more in the pattern of garden apartments. If the stairway is indoors, there should be a plan for the separation and privacy of each community of eight.

Relationships of Men and Women

The living arrangements of male and female students is an ever-changing pattern and any present arrangement must be made in a flexible way so as to accommodate the possibility of change.

The college believes that it is healthy and wholesome for men and women students to live in close proximity, to share social and intellectual interests and to eat meals together. Therefore, it is appropriate to have one house in the cluster of three for men, one for women, and the third divided by floors or sections. The college does not propose to have men/women sharing the same suite of eight rooms as a living style.

Students will participate in making rules about when and under what circumstances to invite the opposite sex to their living areas. However, it is felt that for most youth, including many of other cultures, it is better to maintain this division in the living patterns.

The position that is taken provides for a close relationship while maintaining the privacy of the sexes.

Flexibility and Change

The buildings should elicit a sense of strength and permanence, but also one of flexibility and change. Each new student generation should have the right to mold the environmental design. This can be done in some very specific ways that should be planned in the structuring of buildings:

(1) Weight-bearing walls should be eliminated in the interior of the buildings to the extent possible, so that walls can be moved and spaces rearranged if this becomes necessary.

(2) Areas for paintings and other works of art could be provided, with

each new class deciding what art will be placed in their building. An area on the outside of some buildings can be blocked off for mosaics which can be removed and changed.

(3) Bulletin boards, poster areas, moveable potted plants, etc. can give a sense of newness and change to existing structures.

Summary and Conclusion

The EFL grant has permitted Dag Hammarskjöld College to survey the possibilities for living-learning residences. As a result of studying the literature, site visits, and conversations/seminars with planners, college staff, counselors and students, the college planners are assured they are now ready to proceed with a relevant and significant program of architectural planning and building.

Committee

Miss Jimilu Mason, Chairman
Mrs. N. Gordon Cosby
Mr. Edwin Schnedl, AIA
Dr. Robert McCan

Consultants

Dr. David Goldberg, former Director of Research
Division of Higher Education
U. S. Office of Education

Dr. Dorothy Harris, former Vice President for Student Affairs
Pennsylvania State University

Dr. Paul Geren, President, Stetson University (deceased)

Staff Persons

Miss Karen Steele, graduate student, Brown University
M.A. Johns Hopkins

Marshall Sanders, Col. Ret., M.A. Princeton University